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ABSTRACT

The Center for the Advancement of Learning was established at Muskingum College (Ohio) in 1991 to coordinate services to disabled, at-risk, and international students. The Center has developed the PLUS Program and the PASS Program. The PLUS Program is a special support program for students with learning disabilities, which provides individual and group tutoring and coordinates such services as extended time testing and textbook taping. The PASS Program, which is available to all students, includes weekly workshops on learning strategies, personal half-hour strategy sessions, and a drop-in clinic for specific problems. Services to international students include workshops on time management and professor and advisor expectations. This report describes the Center's philosophy and orientation, background information on learning strategies, a profile of PLUS students, and results of a survey of PLUS graduates. Appended to the report are various assessment forms, a workshop schedule, and administrative items. (Contains 12 references.) (JDD)

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MUSKINGUM COLLEGE

Center for the Advancement of Learning

Support Programs for At-Risk and Learning Disabled at Muskingum College

North Central Reading Association
35th Annual Conference
October 8-10, 1992

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MUSKINGUM COLLEGE

Muskingum is a four year, co-educational, liberal arts college offering Bachelor of Arts and Bachelor of Science degrees in 35 major areas including interdisciplinary majors. There are slightly over 1000 students with the student/faculty ratio at 15/1. In 1991, the **Center for the Advancement of Learning** was established to coordinate services to handicapped, at-risk and international students. The Center consists of the PLUS Program, the PASS Program and it is directed by Paul J. Naour, Jr., Ph.D.. Jen Navicky, M.S., Associate Director, and Cynthia Krause, M.S., Program Coordinator, oversee the day-to-day activities involving students, tutors and faculty. In addition, there are nine, full-time tutors and nine, part-time tutors who focus on assisting students in applying learning strategies. All eighteen tutors are adults who have obtained Bachelor degrees. Eleven have completed additional work beyond the Bachelor's level.

Muskingum students graduate after completing 124 credit hours. Students are required to take 19-21 hours in Core courses which include 9 hours of English and writing unit courses, 3 hours in a Western Culture humanities course, one 3-hour math course and 4 hours (two courses) in religion. There are 31-43 hours of additional requirements distributed across the areas of the humanities, natural sciences, social sciences, international perspective, alternative communication skills and physical education. These requirements are generally completed during the first four semesters before students begin to concentrate on their major subject areas.

PLUS students are admitted to the college through the Center after a review of regular admission materials and the legal documentation of their learning disability. Each PLUS student is required to have a personal interview with a member of the Center staff. Reasonable acommodations that are legally required for handicapped students such as: out-of-class, extended time testing, reduced course loads, and text book taping are coordinated through the Center. In addition, the Center staff conducts weekly workshops demonstrating learning strategies and maintains afternoon clinic hours for emergency assistance. Any Muskingum student may schedule a half-hour weekly appointment with the Center staff to further apply a learning strategy within a specific course of study.

Every 3 months the Center sends a communication to parents, faculty and interested individuals. Included in this are current learning issues, staff updates and student accomplishments.

PHILOSOPHY and ORIENTATION

Both the PLUS and PASS Programs are based upon research showing that strategic learning can be beneficial to post-secondary students who are either learning disabled or at-risk of failure. Harris and Pressley (1991) emphasize that the objective of strategy instruction is to develop in students the ability to become self-regulated learners. Educators, who have already demonstrated their proficiency in a linguistically-biased system, often assume all learners have the strategies available to oversee the learning

processes of self-monitoring, rehearsing, encoding and retrieving. College students are presumed to be proficient learners and instinctively know how and when to use efficient strategies (Naour, 1991). Unfortunately, each learner is different as is each learning situation. In a small, closely-knit college environment where students, faculty and Center staff are working together, individual learning strengths and weakness can be discovered and analyzed. Strategy instruction can then be matched to the learner and the specific situation.

Strategies provide a carefully sequenced plan of student behaviors designed to result in successful task completion and learning (Naour 1991). Instruction in learning strategies empowers the learner to become efficient and effective. When shown how to learn, students quickly accept responsibility for learning and attribute success or failure to choices they make regarding their learning behaviors, not their self-perception of competence. The learner will be able to internalize strategic mechanisms for coping with the learning environment and when faced with new information or different performance expectations will be able to modify and generalize these strategies (Naour 1991).

The ultimate goal of strategy training for both PLUS and PASS Programs is to establish a framework within which the student can maximize performance. This framework can be generalized to future situations. There is growing evidence showing a strong relationship between student autonomy and continued success at the post-

secondary level as well as in areas of future employment (Shaw, Cullen, McGuire 1991). The focus of the Center programs is to provide students with academic support as they complete the transition from high school to college. As this transition is completed, student autonomy, self-advocacy and self-determinism is further encouraged. Success for both programs is measured by the increased independence of the students. As the student gains confidence within the academic areas, he will move out of the structured support environment of first-year core requirements and have developed the ability to create and apply a variety of strategies to future courses.

THE PLUS PROGRAM

The PLUS Program, a special-support learning disabilities program, is entering its tenth year. The staff provides the legally required handicapped services to Muskingum students and also offers individual and group tutoring sessions in which a great deal of structure is provided. The program has developed a national reputation primarily due to the dedication of the staff of 20 professional, adult tutors. The PLUS Program admits 35-40 students each year and these students pay an additional fee of $1500 per semester. For the past five years, the Program has maintained approximately 100 students and offered two levels of services:

a.) A highly structured, full-service level primarily for the first four semesters.

b) A less structured, maintenance level for students moving towards complete independence.

For the past 4 years, PLUS students have comprised approximately 10% of the Muskingum graduating class.

PLUS tutoring is based upon a minimum of one individual session per week per course. During these sessions, tutors embed learning strategies within the content of specific courses. Students frequently see a tutor for two to three hours per course and the typical PLUS student has from six to eight hours of scheduled tutoring per week. Small-group tutoring sessions and pretest study groups are also available where appropriate.

Other specifics of the program include: Allowing for a reduced class load (10-13 hours) and administering extended-time, out-of-class examinations. These examinations can be taken on computer, scribed by a tutor or on tape recorder. The Center coordinates the taping of text books for students and in addition to using two reading services, has thirteen additional readers on campus. A computer lab in the Center offices is available during the daytime and evening hours for student use in completing assignments and papers. The focus of the PLUS tutoring sessions is primarily on time management skills, the writing process, textbook reading and lecture note taking skills. Tutors maintain parental contacts throughout the semester beginning with the first week of classes. Parents will be given the primary tutor's name and phone number and are encouraged to contact this

tutor with questions or problems occurring during the semester. The PLUS staff also assists students in scheduling future courses.

Students are admitted into the very structured environment of the full-service program and after experiencing success, are encouraged to move to the maintenance level somewhere by the fifth semester. After several semesters of continued success, students move to independence still being allowed the legally required examination accommodations which are coordinated through the Center office.

THE PASS PROGRAM

The PASS PROGRAM has been available to all students for three complete semesters. The program includes three components: weekly workshops, personal half-hour strategy sessions, and a clinic. Weekly workshops are provided and cover a range of strategy topics. This semester's schedule is included as Exhibit 1. During the course of each workshop, the goal is for each student to actively participate in learning through interaction and guided practice. The personal strategy sessions are for students to practice and apply learning strategies within course content areas. The clinic is available Monday through Thursday afternoons for emergency situations. Students are encouraged to drop in and work with one of the PASS staff on specific problems.

All PASS services are available free of charge to every student. Those students who enter Muskingum classified as "at risk" (based

on SAT/ACT score or high school grade point average) and current Muskingum students on probation are expected to schedule weekly appointments. They are also expected to attend four workshops during the semester. During the strategy tutoring sessions, time management skills are introduced and stressed. In addition, specific strategies are taught that are applicable to a particular course the student is taking. These are practiced during follow-up sessions. Throughout the semester participating students' grades and attendance are carefully tracked by Center personnel.

Every student on campus is encouraged to take advantage of all opportunities; schedule personal appointments, attend workshops and seek immediate attention during afternoon hours.

For the Spring semester, 1992, 58 students participated and the average rate of attendance for personal sessions was 62%.

During the Fall semester, 1992, identified freshmen were specifically admitted to the college on the condition they participate in the program. Fifty five (55) first-year students were included in this "at risk" group. Fifty one (51) have scheduled strategy appointments as of October 1. Forty (40) upperclass students on probation have been encouraged to participate. Of those, twenty eight (28) have scheduled (as of Oct. 1). The total number of eighty eight (88) participants in PASS includes international exchange students ten (10) of whom have scheduled personal appointments. The attendance

rate of personal sessions is between 50%-75%. The workshop attendance is an average of six students per session.

INTERNATIONAL STUDENTS

Beginning with the Fall semester, 1992, we began formally assisting the international student population on campus to make a smooth transition to Muskingum College life. During orientation weekend, an initial workshop was presented. The workshop covered time management, professor and advisor expectations and the services offered by the Center. Each student was encouraged to schedule an appointment with one of the Center staff. There are fifteen (15) exchange students and ten (10) appointments have been scheduled. Several students are taking advantage of the out-of-class examination option extended to the international students and approximately seven and one half hours (7 1/2) of individual and group time in addition to the individual appointments had occurred by Sept 21.

SUMMARY

One of the most frequent questions asked is, "What happens to learning disabled students after college when they are forced to deal with the "real world" and have no support services upon which to rely?" This question is voiced by concerned parents as well as those suggesting that encouraging learning disabled students to pursue post-secondary study, is doing them a disservice. The limited data

collected thus far on Muskingum PLUS students indicates that learning disabled students can experience success at the post-secondary level and continue their success after graduation.

In addition, many students who have been categorized as being "at risk" due to low verbal scores on the SAT/ACT exams are also able to successfully complete the requirements for an undergraduate degree. Often, the weakness of these students is only in one area and effective strategy instruction can help overcome these weaknesses. We hope to show with future statistics based on the PASS Program that providing strategy instruction for at-risk students will increase their chances for success both within a post-secondary environment and in the employment world.

The purpose of the Muskingum College Center for the Advancement of Learning is to aid students in making a successful transition to a post-secondary environment. The small college environment is an ideal setting in which a team of professionals can assist students to obtain and perfect the learning strategies necessary for successful lifetime learning. By providing appropriate support services at the Center, we seek to increase student autonomy and self-determination. Students, therefore, will be able to take the learning skills developed while at Muskingum College and continue their success in the employment world.

THE MUSKINGUM COLLEGE CENTER FOR THE ADVANCEMENT OF LEARNING

Muskingum College has the opportunity to emphasize development of lifelong learning skills through its commitment to a learning strategies philosophy. Strategy instruction can impact the full range of student learning and help develop a sense of control over learning.

PLUS PROGRAM		PASS PROGRAM
FULL SERVICE Fee - $1500/Semester	**MAINTENANCE** $750/Semester	No fee charged
Admission contingent upon required psych. tests and document ation of learning disability. 35-40 students admitted each year.	Soph., Jr., Seniors who have experienced success in the full service program.	Open to any Muskingum student.
Professional adult tutors.	Professional adult tutors.	Academic strategy study skill instruction in small group or individual sessions.
Individual strategy tutoring within specific course contents.	A minimum of one-half hour of tutoring per each course, flexible arrangements can occur.	Professional adult tutors.
A minimum of one hour for each course per week.		Weekly 30 minute individual progress sessions.
Review sessions prior to tests.	Help with organizing, structuring and proofing papers and assignments.	Walk-in center open 4 days a week for "on-demand" strategy counseling.
Help with organizing, structuring, and proofing papers, compositions and assignments.	Assistance with time managment skills.	Regularly scheduled workshops on related academic skills.
Assistance with time management skills.	Three MacIntosh computers and one IBM computer, laser printer.	Assistance with time management, reading and writing skills.
Parent contact at least once each semester.	Easy reentry into full PLUS services.	Test proctoring service to assist faculty in meeting individual student needs.
Three MacIntosh computers and one IBM computer, laser printer.		Alternate textbook library for student reference.
**Textbook taping and Program recorders for lectures and listening.*	**Use of Program tape recorders and taped readings.*	**Reasonable accommodations for handicapped students are arranged through the Center and are available at no charge.*
**Extended time, out-of-class testing.*	**Extended time, out-of-class testing.*	
**Additional testing accommodations: scribing, oral, computer, or taped.*	**Additional testing accommodations: scribing, oral, computer or taped.*	

Rev. 7/92

APPLICATION OF STRATEGY ORIENTATION

Learning strategies are designed to impose structure upon the learner's information processing. The strategy is a carefully sequenced plan of student behaviors designed to assist students in achieving an academic performance objective (a.e. write a composition, take a multiple choice examination, take lecture notes, memorize textual information, etc.). Strategies are designed to enable the student to have a consciously selected mechanism to facilitate information processing. Strategies may include very basic behaviors to assure that auditory information is being attended to properly, or that such information is held long enough in short term sensory memory to enable deeper processing. Other mechanisms may be consciously selected to assist the learners to effectively attend to the most meaningful elements in their learning environments, or to increase their focus on sensory information being provided in a modality which is difficult for them to process. Additional strategies can be applied by students who demonstrate difficulty in mentally rehearsing linguistic information. Mentally rehearsing information is necessary to encode for storage in long term memory or to facilitate the retrieval of information for performance demands. Each strategy is designed on the basis of its impact upon one or several of the cognitive processes necessary for effective learning.

Strategy instruction offered by support staff can impact the full range of student learning. Strategies can be offered to enable an

average student to more effectively prepare for and write their first essay exam, read more effectively, take notes in the class lecture, or to organize their notes for rehearsal and long term storage. Learning strategies are appropriate across the continuum of learners, from those already experiencing success, to the less successful student. Every student will benefit from developing an awareness for and a sense of control over their own learning (Naour, 1991).

Effective strategy use involves knowledge about the particular strategy, use of the strategy, monitoring this use and a complex interaction among these 3 items (Pressley & Levin 1987).

Professional learners automatically and unconsciously use a wide variety of beneficial strategies in an effective manner.

EXAMPLES OF APPLICATIONS

PRE-SEMESTER INTERVIEW CHECKLIST

The questions in this checklist provide the tutors with a great deal of information as to the past experiences of the students, as well as how the students perceive those experiences. Students' perceptions of their ability is an important factor in their level of success. Many learning disabled students do not accurately perceive their strengths and weaknesses, or the reasons why they are strong or weak in a particular area. Some learners perceive an object or situation in its entirety - its *gestalt* - while others tend to focus on minute details, missing the *gestalt*. The abilities to see both the whole and the parts are needed for effective learning (Lerner, 1989). This checklist

provides the tutors with a starting point for strategy instruction. See Exhibit #2.

MATRIX SEQUENCES

Internal and external connections facilitate learning. Once students have selected information, it must be acted upon further to be retained permanently in memory. Most students believe that the appropriate strategy for long term retention is rehearsal (repeating the information over and over). Rehearsal is an effective strategy for holding information for a short time such as when we must hold a new phone number in memory while dialing it. It is, however, an ineffective strategy for long term retention.

The key to effective long term retention and understanding is building internal and external connections. When learners build internal connections they are organizing the information. There are at least three advantages to organizing information:

1. The information can be stored more economically in memory. It is much easier, for example, to store twelve words organized into three groups, than it is to store them as a single list.
2. Organized information is easier to retrieve from memory because there are multiple pathways for locating it. For example, the word "fork" can be retrieved by recalling the category "Things in a Kitchen" or by recalling one or two other items within that category.

3. Information is better understood and more meaningful when remembered in an organized manner.

External connections involve relating the new information to previous knowledge stored in memory. This process makes the new information more meaningful, makes its storage more economical, and also aids in retrieval because additional pathways to the information are developed. Students must possess prior knowledge in order to make external connections. If students lack prior knowledge, then external connections cannot be made and new information cannot be meaningfully learned (Kiewra, 1990). See Exhibit #3.

COMPUTER ASSISTED EXAMS

Poor eye hand coordination is documented in a reduced "coding" score on the WAIS therefore, poor handwriting is commonly found among learning disabled students. Students may use a computer to type their exams, or a tutor may type (scribe) while the student dictates the information. The "cut and paste" function on some computers allows the students to "dump" information before they forget it, and edit the answers later.

GROUP STUDY SESSIONS

Group study sessions are used most frequently before exams. One technique that has proved successful is to ask the students to generate possible exam questions prior to the session. The tutors combine the students' questions with additional questions when

necessary. The students answer each question orally, giving everyone a chance to supplement their class notes where necessary. The tutor acts as a resource person to clarify, supplement, and organize the ideas discussed.

Many researchers have speculated as to why student-generated questions are successful. Andre and Anderson (1978-1979) cited question/answer components that affect metacognitive and cognitive behaviors:

(1) students set purposes for reading,

(2) students identify and underline important segments in the material,

(3) students generate questions that must be correctly answered, and

(4) students think of possible answers to questions.

Anderson (1979) suggested that student questioning may be effective because the reader (1) pauses frequently, (2) deals with an understanding question, (3) determines whether or not comprehension has occurred, and (4) decides which steps should be taken next. Devine (1986) added that student questioning directs the focus of activity in reading and encourages both student-teacher and student-student interactions.

TEXTBOOKS ON TAPE

Auditory learners have access to textbooks on tape. The Center is able to order books from Reading for the Blind Services but a large portion of the tapes are recorded by persons on campus. The

students using these tapes are asked to complete a quality-control from to evaluate the tapes in order to maintain top quality recordings.

TIME MANAGEMENT

Time management problems can occur due to disorganization, unrealistic expectations, or not allowing sufficient time to accomplish a task. One solution to this problem is to keep a pocket calendar with due dates of assignments written on it. A project can be broken down into subunits, with due dates for completion of each part. Major time management problems can be overcome by completing weekly schedules in the form of a grid with blocks for the hours of each day. The students fill in class times, sports requirements, socializing, and personal needs such as eating, sleeping, studying and relaxing. See Exhibit #4 and #5.

TEST RESULT QUESTIONNAIRE

Many learning disabled students can not accurately monitor their own progress and have difficulty relating consequences to personal behavior. A written account of strategies used, time involved, and grades earned helps to make the student more aware of reality.

This test result questionnaire can also be used as a guide in structuring a well-organized conference with the faculty member. The social skills of communication for some learning disabled students are very poor. With this questionnaire providing written

documentation, study habits can be evaluated and a proper plan of action can be implemented for future exams and/or assignments. If a student is to be an autonomous learner, then he must relinquish dependence upon a parent or instructor to monitor or guide learning. A strong self determinism must be developed. Unfortunately, students rarely monitor their own learning in an adequate fashion. Learners typically do not adequately use the self questioning strategies but wait for their instructors to initiate the process. As a result, students do not know what they know until they are tested. Of course, at this point it is too late.

Research has shown that poor learners fail to check their current level of understanding relative to anticipated criteria. They also fail to engage and modify acquired strategies for selecting information or for forming internal and external connections. (Kiewra, 1990).

Fortunately, metacognition can be taught. The skill of self-monitoring can be taught to students through modeling its use whenever appropriate. When teaching students content through use of a matrix, for example, the tutor can model self-monitoring by saying such things as: "Have I found all the topics and subtopics? Do I see how these topics are similar and different? Can I think of novel examples for these new concepts?" The tutor should explicitly draw students' attention to this self-monitoring behavior and explain why it is done. When students check their knowledge in a similar manner, they need to know the expected performance standards as required by the professor. (Kiewra, 1990). Here again, is an area in

which a professional tutor can assist and direct students. See Exhibit #6.

The above are examples of learning strategies used in both the PLUS and PASS Programs at Muskingum College. They are presented within individual sessions and workshops. Students are encouraged to actively practice these strategies with the assistance of our professional staff. There are several positive examples showing that learning strategies are helping Muskingum students achieve success while developing the self-determination and autonomy they will need for experiences that will occur after college. See Exhibit #7.

SURVEY RESULTS

During the summer of 1990, the PLUS Program sent a questionnaire to all Muskingum PLUS graduates to determine their post college success. Questions were asked concerning career, family status and additional education acquired. A main goal of this survey was to determine the level of employability of our graduates. The question of success without support has been often raised. Our belief was that students who have developed effective compensatory strategies for their disability(s) will be highly employable.

In the summer of 1992, the survey was expanded to include students who had left Muskingum before graduating. We hoped to determine the reason for leaving and whether they had obtained a degree from another institution. A question was included giving them the opportunity to comment specifically on the PLUS Program and its impact on their career choice. Exhibit #8.

Of the 172 students surveyed, 46 (26.7%) responded in 1992. Twelve additional surveys were on record from 1990 (33.7%). Forty-seven respondees (25.5%) graduated from Muskingum; five, (8.6%) from other colleges. Two have gone on to complete Master's degrees and two are continuing to pursue higher level education.

Of the fifty-eight former students on record fifty-two (89.7%) are currently employed. Sixty-seven percent (67%) of those employed have jobs in an area at least indirectly related to their major subject

area pursued at Muskingum College. This group is involved in a wide variety of activities. Their careers are as diverse as those in the general population. Among respondents there were six educators, seven managers, a geologies, an E.R. patient representative, a radio personality, a graphic artist, three small business owners, a law clerk and a public information specialist working for the Ohio Governor's office.

Of the 17 respondents not employed in their field (29.3%), six are employed in a factory or other manual labor position (10.3%). Three hold sales positions and two work in the service field ((5.1% and 3.4%). Among the rest are a library clerk who is currently working on a Master's Degree in Library Science, a computer specialist and a sheriff department field coordinator. Several of those in low skill/low pay jobs expressed that additional career counselling while they were attending Muskingum College may have helped them make more suitable choices.

Of those not currently employed (10.3%), one is obtaining a degree from another college, and three are pursuing additional degrees. The remaining two are married women without children who didn't indicate whether they were seeking employment.

Of the 172 surveys mailed, 93 (54.1%) went to students who left Muskingum before graduating. Only 11 (12%) of these returned the survey. (Overall, 27% returned the survey.) The reasons for this are

many among them being; incorrect mailing addresses, lack of loyalty, unwillingness due to current status.

An attempt was made to gather information on the reasons non-graduate PLUS students left Muskingum. This information was gathered from survey results and confidential files. This proved to limit the accuracy of the information. Of the 93 non-graduates,

21 (22.6%) received academic dismissal

22 (23.7%) transferred to other colleges

2 (2.2%) withdrew due to accidents or medical problems.

Looking at the results of this survey which spanned five years, it appears our students are employable and functioning in the working world. We will continue tracking our students to increase our sample size and as our data base continues to expand, we hope to show that both PLUS and PASS students are able to experience success in the post-college, employment environment.

PLUS STUDENT PROFILE

The Muskingum College Computer Center generated a PLUS student profile based on information in the College database since 1988. This program compiled data in 8 categories including:

a. Type of high school attended (public or Private),
b. Average GPA in college,
c. Average SAT/ACT scores,
d. High school rank,
e. Average number of semesters required for graduation,
f. Number of PLUS graduates employed,
g. Majors,
h. Geographic region of students' homes.

Several factors complicated the findings of this initial data base:

The PLUS Program began in 1982. The college data base includes statistics only from 1988. Therefore, several catagories were incomplete. (Example: category of high school attended, private or public) Also, few PLUS students graduate in four years. The categories containing graduates are inaccurate. As future years are included in the database, the data will more closely reflect the status of PLUS students.

STUDENT PROFILE SUMMARY AND COMPARISON

	PLUS	NONPLUS
H.S. GPA	2.342	3.0
Average GPA (MC, sp. 92)	2.397	2.676
Average SAT/ Verbal	372	440
Average SAT/ Math	410	486
Average ACT	17	22
% in top 10% of H.S. class	1%	26%

Plus Students' Major Subject Areas:

Accounting	1	Music Ed	1
Art	5	Music	1
Business	8	Neuroscience	1
Chemistry	1	Physical Educ	4
Computer Sc	1	Political Science	1
Earth Science	1	Psychology	9
Elementary Ed	7	Religion/Phil.	1
English	1	Sociology	4
History	8	Speech Comm.	7

PLUS Students Geographic Distribution:

Ohio	84
Indiana	4
Pennsylvania	12
Midwest	4
East	11
South/West	10

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EXHIBITS

EXHIBIT 1

MUSKINGUM COLLEGE CENTER FOR THE ADVANCEMENT OF LEARNING - PASS PROGRAM - extension 8280

OPEN HOURS -
MH 225 - Monday through Thursday
1:00 - 3:00 p.m.

WORKSHOP SCHEDULE

Tuesday at 10:00 a.m.
Thursday at 3:00 p.m.
MH 211

Date	Workshop
9/15 & 9/17	Off to a good start! Time Management strategies
9/22 & 9/24	Efficient notetaking strategies
9/29 & 10/1	Textbook reading strategies
10/6 & 10/8	Overcoming test anxiety/Test taking strategies
10/13 & 10/15	Don't forget! Memory strategies
10/20	Scripts for writing papers
10/22	Literature strategies
10/27	Physics and Chemistry problem solving
10/29	Counting on math strategies
11/3	A remedy for procrastination
11/5	Science and literature matrices may help you remember
11/10 & 11/12	What to do when reading is tough
11/17	Get ready for finals NOW!
11/19	Scripts for writing papers
Week of November 24 and 26 - Thanksgiving recess	
12/1 & 12/3	Final exam strategies/coping with stressful situations
Week of December 7 - extended open hours - 1:00 - 5:00 p.m.	

PRE-SEMESTER CHECKLIST

Name: _____ Tutor: _____
Date: _____

1. What are your strengths and weaknesses? _____
_____

2. Which of the following do you perceive as disabilities? In which areas does your disability cause you to have problems in learning? Rate as 1, 2, or 3, according to seriousness of your problem.

_____Listening skills _____Spelling _____Time organization
_____Reading comprehension _____Reading mechanics
_____Writing _____Organizing information
_____Staying on task _____Memory

3. Indicate which of the following strategies you have used with an 0, +, or -. 0 if not used, + if used with positive results, and - if used with negative results.

_____Cornell method class notes _____Flash cards _____Arrays
_____Outlining text _____Outlining notes _____Highlighting text
_____Webbing _____Taping lectures _____Books on tape
_____Matrix form notes _____Mnemonics
_____Paraphrasing _____Concept cards _____Rewriting notes
_____Visual elaborations

COMMENTS:

Rev. 8/31/92

EXHIBIT 3

	TEACHING EXCEPTIONAL & CULTURALLY DIFFERENT	HUMAN RELATIONS APPROACH	SINGLE-GROUP STUDIES	MULTICULTURAL EDUCATION APPROACH
1. TEACHER'S CHIEF RESPONSIBILITY	PREPARE THE EXCEPTIONAL & CULTURALLY DIFFERENT TO FIT INTO CLASSROOM & LATER INTO SOCIETY	HELP STUDENTS LEARN TO LIVE TOGETHER HARMONIOUSLY RESPECT ONE ANOTHER	EMPHASIZE AWARENESS, RESPECT AND ACCEPTANCE OF GROUP BEING STUDIES	~~RED~~ HELP STUDENTS SUCCEED IN SCHOOL HELP STUDENTS UNDERSTAND & VALUE DIVERSE LIFE-STYLES
2. GOALS	EQUIP STUDENTS WITH COGN. SKILLS, CONCEPTS, INFO, LANG. & VALUES REQUIRED BY U.S. SOCIETY. ENABLE THEM TO HOLD JOB AND FUNCTION IN SOCIETY	TO PROMOTE A FEELING OF UNITY & ACCEPTANCE W/IN SOCIAL STRUCTURE BUILD GOOD BROTHER & SISTERHOOD WITH THE INSTITUTION	TO BROADEN MAINSTREAM CULTURE TO PROMOTE SOCIAL EQUALITY & CULTURAL ALLRALISM	REDUCE PREJUDICE & DISCRIMINATION PROVIDE EQUAL OPPORTUNITY & SOCIAL JUSTICE FOR ALL EFFECT EQUITABLE DISTRIBUTION OF POWER.
3. CURRICULUM	A PREDETERMINED BODY OF KNOWLEDGE. WHEN CHANGES ARE NECESSARY THEY SHOULD PROVIDE KNOWLEDGE PREVIOUSLY NEEDED OR ~~THAT~~ THAT SHOULD HAVE BEEN ACQUIRED.	ADDRESSES INDIVIDUAL DIFFERENCES & SIMILARITIES	COURSES OR UNITS ABOUT HISTORY OR CULTURE OF GROUP & HOW THEY HAVE TRIED TO GAIN RESPECT	PERSPECTIVES, CONTRIBUTIONS FROM CULTURALLY DIVERSE ORGANIZED AROUND CONCEPTS BASIC TO EACH DISCIPLINE
4. INSTRUCTIONAL PROCEDURES	TEACHER KNOWS WHAT WORKS BEST W/ STUDENT & USES THAT APPROACH THEY ARE FLEXIBLE & ~~ARE~~ should be AIMED TO PREFERRED LEARNING STYLE	COOPERATIVE LEARNING ROLE PLAYING PROVIDING EXPERIENCES TO HELP STUDENTS UNDERSTAND ONE ANOTHER.	GIVE SPECIAL ATTENTION TO WAY MEMBERS OF GROUP LEARN BEST	ALL STUDENTS CAPABLE OF LEARNING COMPLEX MATERIAL KNOWLEDGE OF LEARNING STY. OF INDIV. FOSTER COOPERATIVE LEARN.

NAME: DORM: PHONE:

EXHIBIT 4

	M	T	W	T	F
8	COURSE: PROF: TUTOR:				
9	COURSE: PROF: TUTOR:				
10	COURSE: PROF: TUTOR:				
11	COURSE: PROF: TUTOR:				
12	COURSE: PROF: TUTOR:				
1	COURSE: PROF: TUTOR:				
2	COURSE: PROF: TUTOR:				
3	COURSE: PROF: TUTOR:				
4	COURSE: PROF: TUTOR:				

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EXHIBIT 5

STUDY SCHEDULE

	MON	TUE	WED	THURS	FRI	SAT	SUN
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12						--	

STUDENT STRATEGY EVALUATION

Name: _____Course: _____
TEST # _____ DATE _____ GRADE_____

Which of the following strategies did you use before this test?

_____Flashcards___Study guide___Workbook___Concept cards

_____Practice problems____Explained materials to others _____Webbing

_____Mnemonic strategies ___ Paraphrasing ___Visual elaborations

_____Highlighting text ____Highlighting notes _____Rewriting notes

_____Matrices from notes or text _____Reviewing notes

_____Reviewing text Other: _____
_____
_____

Was there a study table for this test? ___Yes___No.

Did you attend? Yes ___ No___

Which of the above strategies do you feel helped you most?_____
_____
_____

Which do you feel confused you or did not help at all?_____
_____
_____

How many hours do you estimate you spent studying for this test?_____

Recommendations for change_____
_____
_____
_____
_____

EXHIBIT 7

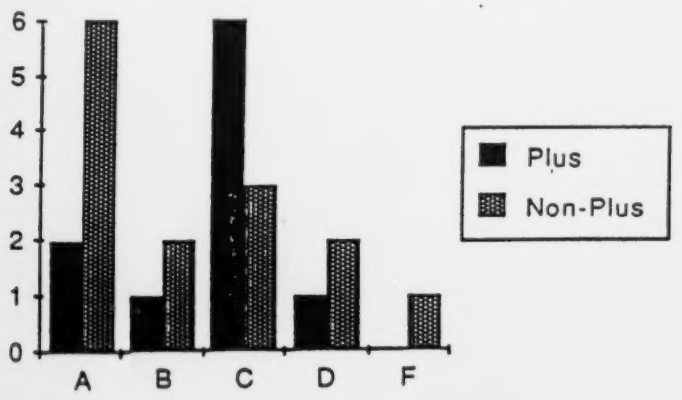
To: Paul Naour
From: Russ Smucker
About: Plus students in M150
Date: Jan 3, 1991

I have been examining the grades for my class M150, comparing the performance of the students in the Plus program with the other students in the class. There is no statistical difference in the two groups in any way.

I view this as a really positive result for the Plus program. There were a lot of Plus students in the class who were terrified at first of Mathematics in general and the class M150 in particular. But they worked hard, and their work shows in their grades. I am especially proud of the fact that only one Plus student received a D and none failed.

The credit for the grades of the plus students goes most of all to the students themselves. I want to point out, however, the excellent tutoring work done by Carol Kerper. Over the years she has tutored Plus students in many of my classes. In this class, where half of the students were in the Plus program, she became even more an essential part of the course. Much of the credit for moving so many potential D's and F's into the C range belongs to her.

Here is a histogram showing grades for the course.



cc. Carol Kerper, Dan Van Tassel

EXHIBIT 8

MUSKINGUM COLLEGE NEW CONCORD, OHIO 43762 • PHONE (614) 826-8211

June 12, 1992

Dear former Muskingum College student,

Another semester has come and gone, and we currently have some down time which we hope to use to make contact with you. We are always interested in your progress and accomplishments since leaving Muskingum. It is important for us to know how well we have served our students. Please take a few moments to fill out the following questionnaire. Your cooperation in our efforts is greatly appreciated.

Name (include maiden name) Telephone

Current Address City State Zip

Undergraduate Education

Year of College Graduation School (if not Muskingum)

Is there anything the PLUS Program could have done differently to improve your preparation? (Please attach additional sheets if necessary.)

If you continued your undergraduate work at another institution, what services did they provide? Did you make use of them?

Additional Education Completed

School Degree Obtained

What services were available to you? Did you make use of them?

Current or Most Recent Position

Name of Employer _____ Position Title _____

Position Responsibilities _____ Date Position Secured _____

Does this position relate to your major area of study while at Muskingum?

If so, how has your college work helped you in your job?

Additional Information

Did you previously hold any positions that related to your college studies? Please list the employer, job title and responsibilities for any that apply. (Please attach additional sheets if necessary.)

What is your marital status?

Do you have children? Please list names and ages if you'd like. (We'll even accept pictures!)

What activities or organizations do you participate in?

Additional comments:

We have enclosed a stamped, self-addressed envelope for your convenience. Thank you for your prompt reply.

Sincerely,

Paul Naour, Ph.D.
Director: Center for the Advancement of Learning

PN:mb